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ABSTRACT

Intended as a model to aid school districts as they develop and review their curriculum documents and not intended for direct use by teachers preparing lessons, this guide to the kindergarten curriculum lists topics/concepts, learning outcomes, and sample learning objectives for children's social, physical, emotional, creative, and cognitive development. Entries in the topics/concepts column broadly define the content to be included in the study of each subject area. In the second column, learning outcomes describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Sample learning objectives, shown in the third column, are indicators of student progress toward the learning outcomes. Most of the material concerns cognitive topics, outcomes, and objectives, since that area of the curriculum includes subsections on general cognitive development, language arts, mathematics, science, art, music, social studies, and computer education. A developmental profile of the 5- and 6-year-old child is appended. (RH)

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Kindergarten

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Alaska
Elementary
Curriculum Guide
First Edition

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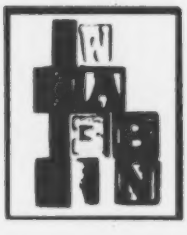
KINDERGARTEN

ALASKA CURRICULUM GUIDE

First Edition



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Alaska Department of Education

August 1985

KINDERGARTEN

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"Hold childhood in reverance and do not be in any hurry to judge it for good or ill. Give nature time to work before you take over her tasks, lest you interfere with her method."

Jean Jacques Rousseau

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE TO

KINDERGARTEN CURRICULUM GUIDE

> There is no second chance at childhood. It comes and goes quickly. The growing child cannot wait until he is older for the things he needs now. Later will be too late. If he doesn't have the chance early in life for the normal development of his mind, his body and his relationship to others, we cannot make it up to him later. The years of his life when he is most impressionable, when he is most eager and ready to learn, will have been lost beyond recall.
>
> D.F. Boguslawski

The purpose of education, and particularly kindergarten education, is to foster the development of the whole child, and to develop competency in all areas of life.

A common way to develop this competency is to break the curriculum into parts according to subject matter. However, in real life many kinds of learning happen together and affect each other. In real life the needs and various aspects of the person must be educated simultaneously. It is only when these needs are provided for simultaneously in the curriculum that true learning and competence can develop.

This curriculum guide is organized to interrelate various aspects of the self: physical, social, emotional, cognitive, and creative. This life oriented approach keeps the emphasis where it belongs--on the child, not on the subject matter.

This integrated curriculum model is based on six premises, as stated by JoAnne Hendrick in her book, Total Learning for the Whole Child.

1. Many kinds of learning happen together and affect each other.
2. Young children learn through involvement, actual experiences, and participation.
3. Young children learn through play--It is their way of internalizing knowledge.

4. Learning begins where the child is and expands to new understandings of language, culture and environment.

5. Learning is an individual, developmental process regulated by maturation.

6. Creativity (self-expression, original thinking) should permeate all areas of learning. Therefore, a variety of developmentally appropriate activities and opportunities should be available to children.

This curriculum guide embodies the belief that children develop in all areas simultaneously. Throughout the various skill areas, then, development of all aspects of the whole child are dealt with at the same time, fostering the goal of kindergarten education: development of the whole child and development of competency in all areas of life. The objectives in the guide are listed at an exposure level; it will be up to the teacher to determine an appropriate time and level of mastery of each objective for each child.

The first section of the curriculum deals with social development and includes interpersonal relationships between the child and other people. This area of the curriculum develops social skill and controls learning to get along with a group, and learning to communicate with peers and adults. The next section of the curriculum addresses physical development and physical strength, including fine and gross motor skill development, health and nutrition needs, and rules of safety. The emotional development section involves elements of trust, self-esteem, and teaches children to remain in contact with their own feelings and to use dramatic play as a means to clarify feelings. The creative development component is concerned with providing materials for self expression and strategies for encouraging the development of original and divergent thinking. The cognitive development section is divided into eight areas, seven of which correspond with curricula developed for

grades 1-12. The first sub-section identifies general cognitive skills that apply to all subject areas. The remaining seven areas (or topics) include: language arts, mathematics, science, art, music, social studies, and computer education. The format used to present the learning outcomes and objectives in these skill areas is the same as that used in grade 1. This ensures continuity from the student's first school exposure and learning experience to the more formal school program beginning with grade 1.

The learning outcomes and objectives selected for each of the preceding conceptual areas reflects the potential breadth of a comprehensive kindergarten curriculum; however, the objectives should not be taken as representing the potential depth. Rather, the objectives are merely samples of the many possibilities which need to be incorporated into individual programs, dependent on teacher and district guidelines and preferences. As well, the local curriculum should be shaped to take advantage of the rich cultural, ethnic, historical, economic and other differences found within Alaska.

ACKNOWLEDGMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Corespondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	new Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Ilinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of representatives of the Alaska State Association for the Education of Young Children who reviewed, synthesized and added to specific content area materials which resulted in the 1984 draft Model Curriculum Guide. Working within very tight timelines, they produced a comprehensive document. Contributors in kindergarten included:

Mary Asper, Juneau/Haines
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Her thoughtful comments and knowledge about appropriate language for this level were greatly appreciated.

KINDERGARTEN CURRICULUM GUIDE

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SOCIAL DEVELOPMENT	The Learner will:	The Learner will:
	Participate in group activities.	Interact with several different small groups of children.
	Interact cooperatively with other individuals and small groups.	Explain why it is necessary to take turns. Show how to take turns when playing a game.
	Share personal and communal property.	Share materials in small group activities.
	Assume leadership and follower positions.	Identify and practice ways of helping.
	Respect others.	Show proper care for others' belongings.
	Exhibit self control.	Demonstrate how to use self-control when participating in a game or activity.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SOCIAL DEVELOPMENT (Cont.)	The Learner will	The Learner will:
	Communicate with peers and adults.	
		Express ideas and experiences to others.
	Work independently.	
		Do self-guided projects.
PHYSICAL DEVELOPMENT		
	Increase strength and endurance	
		Participate in sustained, vigorous activity.
	Improve gross and fine motor control.	
		Manipulate large and small objects using one hand and using both hands.
		Make large and small objects during art projects.
	Control body processes.	
		Use the bathroom for washing hands and going to the toilet without being told and without disturbing the group or class activity.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
PHYSICAL DEVELOPMENT (Cont.)	The Learner will:	The Learner will:
	Identify health and nutrition needs.	
		Give examples of foods from different food groups.
		Explain why it is important to have a balanced diet.
	Understand and follow safety rules.	
		Identify common emergencies and tell what to do in each kind of emergency and who to call. Common emergencies include harm to home, building (e.g., fire, theft, vandalism) and harm to self (e.g., falling, molestation).
		Role play an emergency showing what to do and who to call.
EMOTIONAL DEVELOPMENT		
	Acquire a positive self-concept.	
		Identify positive qualities of himself or herself.
	Increase frustration tolerance.	
		Exhibit self control in tension-producing activities.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
EMOTIONAL DEVELOPMENT (Cont.)	The Learner will:	The Learner will:
	Recognize and experience relaxation and tension release.	
		Describe different emotional and physical feelings after hearing a story that depicts different emotional states (e.g., happy, distressed).
	Delay self-gratification.	
		Take turns frequently.
	Understand socially acceptable outlets for expressing emotions.	
		Explain and discuss appropriate and inappropriate expression of feelings.
		Role play a situation where it is appropriate to be angry, sad, happy, excited, etc.
CREATIVE DEVELOPMENT		
	Enhance the creative self.	
		Use originality in all content areas.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CREATIVE DEVELOPMENT (Cont.)	The Learner will:	The Learner will:
	Develop divergent thinking.	Explain two different ways to solve a problem.
		Compare opposite methods for solving a problem.
COGNITIVE DEVELOPMENT-GENERAL		
	Listen to and follow directions.	Follow simple procedural directions.
	Complete a project by him/herself.	Demonstrate independence in simple task completion.
	Develop an increased attention span.	Spend increased time on task.
	Obtain information about concerns by asking questions.	Ask questions about specific subject areas for information and clarification.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
COGNITIVE DEVELOPMENT-GENERAL (Cont.)	The Learner will:	The Learner will:
	Recall information.	State information, e.g., facts, ideas from listening to a story or classroom presentation.
	Solve problems.	Give examples of alternate ways to solve problems.
LANGUAGE ARTS		
Oral Communication		
	Understand the value of and need for communication.	Explain why it is important to listen when another person is talking.
	Understand the uses of a variety of means for communication.	Give examples of different ways in which people can communicate.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Oral Communication - Cont.		
	The Learner will:	The Learner will:
	Enjoy and appreciate stories and poetry.	
		Listen to different types of literature being read out loud.
		Discuss the differences between the above.
	Create original stories and poetry.	
		Dictate stories about pictures.
		Help to dictate poetry on a certain topic of interest.
	Respond appropriately when a question is asked.	
		Use complete sentences when answering oral questions about a story selection.
	Recite letters of the alphabet.	
		Name letters of the alphabet in order.
		Identify letters of the alphabet from written page.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Oral Communication - cont.		
	The Learner will:	The Learner will:
	Recall sequences of events.	
		Organize pictures in sequential order.
		State sequence of events from a story read out loud.
	Discriminate between auditory stimuli.	
		Identify the source of familiar sounds.
		Compare and contrast different sounds in the environment.
		State if two sounds are the same or different, e.g., a, e; j, g.
Written Communication:		
	Understand the relationships between symbols and ideas.	
		Represent familiar objects with appropriate symbols.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Written Communication - cont.		
	The Learner will:	The Learner will:
	Discriminate between visual stimuli.	Discriminate likeness and differences in written symbols.
	Develop eye/hand coordination.	Demonstrate fine motor coordination in a variety of situations, e.g., physical activity, writing activity.
	Distinguish upper and lower case letters in manuscript writing.	Write letters of the alphabet using lower and upper case.
	Associate consonant sounds with appropriate letters.	Match pictures to appropriate beginning consonant sounds. Write the appropriate letter when given the sound it makes.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Written Communication - cont.		
	The Learner will:	The Learner will:
	Understand and use in left to right sequence in reading/writing using proper eye movement.	
		Demonstrate left to right patterns in reading and writing.
		Copy a story.
	Know how to spell name.	
		Write his or her name using upper and lower case letters.
MATHEMATICS		
Whole Numbers-Numeration		
	Identify numerals.	
		Name numerals from 0-10. Read numerals from 0-10. Write numerals from 0-10.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Whole Numbers-Numeration - cont.		
	The Learner will:	The Learner will:
	Order numbers sequentially.	
		Put numerals 0-10 in order.
		Identify the numbers which immediately precede and follow a given number.
		Order numbers such as 7 and 3 by saying, "3 is less than 7".
Sets:		
	Assimilate number concepts (quantification).	
		Match objects in a set with the appropriate numbers.
	Increase basic understanding of mathematics principles through daily practice (sorting, seriation, classifying).	
		Use number applications in the classroom.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Geometry:	The Learner will:	The Learner will:
	Identify and classify geometric shapes (circle, triangle, rectangle).	
		Locate geometric shapes in the real world.
		Draw appropriate geometric shapes when given their name, e.g., circle, triangle, square.
	Understand relative position.	
		Identify whether an object is in front of, behind, below, on, or above another object, and inside, outside, or a boundary or place, and on the side of (as to left or to the right of another object).
Whole Numbers-Operations:		
	Understand addition and subtraction facts (sums through 10).	
		Demonstrate addition and subtraction by constructing sets and combining them or removing subsets to determine sums and differences.
		Demonstrate addition and subtraction by using sets or a number line.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Measurement:	The Learner will:	The Learner will:
	Use time concepts (calendar, clock, seasons).	
		Identify seasons from a picture.
		Tell time on the hour.
		Name the days of the week.
		Identify whether an event occurred yesterday, today, or will occur tomorrow.
	Identify and state value of coins.	
		Identify and name pennies, nickels, and dimes and state value in terms of cents.
	Identify and use terms related to direction and distance.	
		Use left/right, far/near, over/under, and other position words.
	Develop understanding and knowledge of measurement in weight/height.	
		Identify the heavier of two quite different objects.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SCIENCE		
SCIENTIFIC PROCESSES		
Observing:	The Learner will:	The Learner will:
	Use observation skills for acquiring information about an object.	
		Identify an object by its color, shape, size, and smell.
		Compare and contrast two objects by their color, shape, size and smell.
Classifying:		
	Know how to classify objects according to size, shape, color, and smell, living and non-living.	
		Give examples of objects in each of several categories, e.g., size (big, small), shape (round, square).
		Match objects in different categories.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SCIENTIFIC PROCESSES - Cont.		
Using Numbers:	The Learner will:	The Learner will:
	Know how to use numbers to count or determine the amount or number of.	
		Use numbers to describe the quantity of objects in a classified set (e.g., the number of leaves on a branch).
Communicating:		
	Use appropriate vocabulary words to describe observations.	
		Using facts and interpretations describe observation of a science activity.
Measuring:		
	Understand the terms long, short; heavy, light; small, big and how to use them to describe the physical attribute of an object.	
		Measure an object's dimension according to size.
		Compare and contrast two or more objects according to size.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SCIENTIFIC PROCESSES - Cont.		
Predicting:	The Learner will:	The Learner will:
	Understand the concepts before and after to predict outcomes based on prior knowledge and/or previous information.	Predict what will happen next after hearing a science-related story (e.g., what happens to a cocoon).
Interpreting Data:	Describe a possible situation given limited information.	State what is likely to happen when the sky becomes cloudy.
Defining Operationally:	Define a thing or event in terms of physical characteristics.	Describe an event such as boiling water in terms of physical attributes.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SCIENTIFIC PROCESSES - Cont.		
Designing Experiments:	The Learner will:	The Learner will:
	Understand data gathering as part of the process of answering questions.	
		Plan a series of data-gathering operations to provide a basis for answering a question.
		Describe the type of information needed to answer a question.
		State sequentially what you need to do to answer a question.
BIOLOGICAL SCIENCE		
	Understand that there are many kinds of living things.	
		Give examples of living things.
		Group living things by the categories of plant, animal, etc.
	Understand that living things grow, develop reproduce and die.	
		Give examples of animals that are either born alive or hatched from an egg.
		Discuss the life cycle of an insect or frog.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
PHYSICAL SCIENCE	The Learner will:	The Learner will:
	Know how to classify and describe objects by their physical properties.	
		Group a set of objects according to the following properties: weight, size, shape, color, texture.
		Arrange a group of objects in a specific order, e.g., biggest to smallest; longest to shortest; heaviest to lightest.
EARTH/SPACE SCIENCE		
	Understand the difference bewteen the sun and the moon.	
		Describe the sun and moon in the context of day and night.
	Understand what stars are.	
		Describe the stars.
	Understand different weather conditions.	
		Give examples of different weather conditions.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
EARTH/SPACE SCIENCE - Cont.		
	The Learner will:	The Learner will:
		Draw pictures of different weather conditions and what a person should wear in each.
		Describe ways in which weather conditions can affect earth.
	Understand the need to care for the environment.	
		Discuss the importance of conserving heat, light, water, and other supplies.
ART		
Media, Tools and Forming Processes		
	Know how to use a variety of techniques tools, and media to produce an art work.	
		Demonstrate how to care for different art tools and materials, e.g., paint brushes, pencils, paint, clay.
		Create an original artwork using finger-painting, brush painting, or drawing.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Media, Tools and Forming Processes - Cont.		
	The Learner will:	The Learner will:
		Identify whether a picture has been painted or drawn.
		Create an original art work using clay, papier-mache, or plain paper.
Color and Texture:		
	Use color or texture in an art work.	
		Create an art work using at least three different textures found in the immediate environment, e.g., leaves, grass, bark, pebbles.
		Identify colors by name.
		Discuss which colors represent various moods or feelings (e.g., red for excitement).

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Art Form:		
	The Learner will:	The Learner will:
	Use a variety of art forms.	
		Appraise beauty in his/her art work and the work of his/her classmates.
		Illustrate his or her environment through painting or drawing.
		Using clay, make objects used to celebrate an Alaskan holiday. Tell a story using the art objects.
		Mold clay to form an animal.
MUSIC		
Basic Elements of Music		
	Experience different kinds of music.	
		Listen to different kinds of music, e.g., jazz, classical, folk.
		Discuss how the examples from above are different.
		Distinguish between sounds in the environment by telling which are noise and which are music.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Basic Elements of Music - cont.		
	The Learner will:	The Learner will:
	Know how to distinguish between different instruments.	
		Identify instruments by name.
	Express ideas and emotions through musical media.	
		Use rhythm, tone, pitch, and tempo in original singing.
Creative Elements of Music:		
	Understand the basic creative elements of music (singing, playing instruments, composing).	
		Listen to songs being sung in different tempo.
		Sing a simple song from memory.
		Listen to a simple song being played on a xylophone.
		Play a simple song on a xylophone.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Interpretive Elements of Music:		
	The Learner will	The Learner will:
	Understand the basic interpretive elements of music (e.g., tempo).	
		Use large body movements to respond to different music patterns.
		Step and skip to different music patterns.
		Move and clap to basic rhythms as they occur in a song.
SOCIAL STUDIES		
	Understand that she/she is an entity within the social community.	
		Demonstrate awareness of own strengths.
	Understand him/herself in relation to families and the communities in which they live.	
		Use dramatic play to relate self to society.
	Know how to develop an awareness of other people and other places.	
		Discuss another culture.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SOCIAL STUDIES - Cont.		
	The Learner will:	The Learner will:
	Understand where he/she lives and that there are many other places where people live.	
		Draw a simple map of the immediate neighborhood.
		Look at maps and the globe to find where he or she lives.
		Name the village/city and state where he or she lives.
	Understand how different people earn their living, how they work, and how and where they can obtain goods and services.	
		Discuss the different means of employment of each child's parent(s) in the class.
		Discuss the content of the jobs/work that each parent does.
		Discuss where you go to obtain certain goods and services.
		Discuss the industry and/or type of hunting, fishing or farming done in different regions of Alaska.
		Describe the route that food grown on a farm takes to get to your kitchen table.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
SOCIAL STUDIES - Cont.		
	The Learner will:	The Learner will:
	Understand the need for rules and how to help develop them.	
		Decide how to take turns using the swings, jump rope, or some piece of equipment on the playground.
COMPUTER EDUCATION		
Computer Awareness:		
	Understand what a computer is.	
		Describe the computer as a machine or tool that can help solve problems with words or numbers.
		Discuss ways that computers can be used.
	Understand simple computer vocabulary.	
		Define commonly used computer words.
		Use commonly used computer words appropriately.
		Match computer words with corresponding pictures, e.g., computer terminal.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
Computer Programming:	The Learner will:	The Learner will:
	Know how to program programmable devices.	Begin understanding of the basic commands forward, back, right, left, home. Program a programmable device, e.g., "Big Trak", to carry out specific directions or activities. Distinguish between a square, rectangle, triangle, and circle. Program a microcomputer to instruct the "turtle" in Turtle Graphics to make geometric shapes.

APPENDIX A

DEVELOPMENTAL PROFILE OF THE FIVE AND SIX YEAR OLD CHILD (Sample Skills)*

	48-60 Months	60-72 Months
1. Social	Plays and interacts with other children. Dramatic play: closer to reality; attention to detail, time, and space Plays dress up. Builds complex structures with blocks.	Chooses own friend(s). Plays simple table games. Plays competitive games. Engages in cooperative play with other children involving group decisions, role assignments, fair play. Uses construction toys to make things: e.g., house of legos, car of rig-a-jig.
2. Large Motor	Walks backward heel-toe. Jumps forward 10 times, without falling. Walks up/down stairs alone, alternating feet. Turns somersault.	Runs lightly on toes. Walks a balance beam. Can cover 2 meters (6'6"), hopping. Skips. Jumps rope. Skates.
3. Fine Motor	Cuts on a line continuously. Copies cross. Copies square. Prints a few capital letters.	Cuts out simple shapes. Copies triangle. Traces diamond. Copies first name. Prints numerals 1-5. Colors within lines. Has adult grasp of pencil. Has handedness well established (i.e., child is left or right handed).
4. Personal	Cuts food with a knife: e.g., sandwich, celery. Laces shoes. Knows own city/street. Follows instructions given to group.	Dresses self completely. Learns to distinguish left from right. Ties bow. Brushes teeth unassisted. Crosses street safely. Relates clock time to daily schedule.

	48-60 Months	60-72 Months
5. Pre-Academic	Points to, names 6 basic colors. Points to, names 3 shapes. Matches related common objects: (e.g., (shoe, sock, foot; apple, orange, banana) Demonstrates number concept to 4 or 5. Sings entire songs. "Reads" from pictures (i.e., tells story). Recognizes story and retells simple facts. Painting: makes and names recognizable pictures. Draws a person with 2-6 parts. Asks how questions. Answers verbally to hi and how are you? Tells about something using past tense and future tense. Tells about something using conjunctions to string words and phrases together (e.g., I have a cat and a dog and a fish.) Responds to command involving 3 actions: e.g., give me the cup, put the shoe on the floor, and hold the pencil in your hand.	Sorts objects on one dimension: (i.e., by size, color, or shape). Does 15 piece puzzle. Copies block design. Names some letters. Names some numerals. Names penny, nickel, dime, quarter. Counts by rote to 10. Can tell what number comes next. Recognizes rhyme. Acts out stories. Draws a person with head, trunk, legs arms, and features. Pastes and glues appropriately. Models objects with clay. Child will have acquired basic grammatical structures including plurals, verb tenses, and conjunctions. Following this developmental ability, the child practices with increasingly complex descriptions and conversations.

* Adapted from a working draft prepared by the Communication Program staff as part of the Model Preschool Center for Handicapped Children by Grant No. OEG-0-72-5371. Experimental Education Unit (WJ-10) of the College of Education and Child Development and Mental Retardation Center, University of Washington, Seattle, WA 98195.

ALASKA CURRICULUM GUIDE: Kindergarten

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Fields	Activities too limited; narrow in focus.	Deleted in revision.
	Inclusion of climbing activities under "gross motor" goal; concern is that administrators without background in early childhood development would not know how to include this.	Gross & fine motor skill development left general for curriculum specialists and teachers to determine appropriate activities.
	Concern about games being competitive instead of cooperative.	Games serve as activity to teach taking turns, sharing, being a leader, self control, etc. and are not intended to be just a competitive activity.
	Social Studies to be broken down by subject area/ disciplines that comprise the curriculum area.	Agreed--have been attended to.
	Language Arts: need to help children understand relationship between speaking, reading and writing.	" " " " ".
	Creativity: include goal such as risk taking.	" " " " ".
	Social development: include developing friendships and the impact on perspective taking.	" " " " ".
	Computer knowledge	Concerns addressed in computer education guides and adapted for kindergarten.
	Sequence mismatch between introduction and body of document.	Attended to in first revision.
	Should be developmental chart included as appendix.	Is included as Appendix A.

ALASKA CURRICULUM GUIDE: Kindergarten

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Fields (Cont.)	Semantic issues: - "the child will" thought to negate or contradict introductory statements about developmental process.	Kept for consistency among guides.
	- intro. use of term "anti-social" should be changed.	Have done.
St. Mary's	Felt that curriculum guide is acceptable as is.	
Homestead	Age span too broad and separate developmental profiles for each age level necessary/more meaningful.	Note similar to Fields.
	Is child expected to master all of the skills or just be exposed with some mastery.	Attended to in introduction.
	Physical development: under fine motor include cut and paste activities.	Included in art in first revision.
	Science: need a list of "quick" science experiments to teach basic concepts.	Covered in first revision.
Brown	Felt that curriculum guide acceptable as is.	
Curran	Sent a rewritten introduction to accompany the Kindergarten Guide.	Incorporated in preface of final draft.
Reynolds	Felt (1) that it is essential that a more complete philosophical framework be included with the curriculum; (2) revisions necessary for curriculum activities.	

ALASKA CURRICULUM GUIDE: Kindergarten

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Reynolds (Cont.)	Re philosophy: consider Piaget's res. to provide standard for developmentally approached education for young children - provided quotes from experts in field.	To the extent possible, have considered content of statements/quotes in final revision.
	Re. current activities: suggests activities which are not bound by theme limitations; felt that use of themes incompatible with open-ended activities; believes that activity suggestions should be included in guide.	Decision made to delete activities in final guide.
Greenough	Would like to see the philosophy behind the seven premises in the Introduction strengthened and supported by more complete discussion of developmental theory; needs to be some discussion either in Introduction or Appendix about the major theoretical approaches to understanding human development.	Has been included in preface as expressed by C.D. Curran of AAEYC.
	Objectives and outcomes do not support Introduction, nor are they supported by it. Hard to find a connection between Intro and rest of curriculum.	Consistency between these attained in second revision.
	Most learning outcomes and objectives could be placed within any no. of topics. Many areas of learning could still be included one topic (an integrated approach) but they could be identified easier as to why that behavior is important to a particular topic.	Law of equifinality operating here: there are several means to a particular end, thus many different objectives could be used under any number of topics.
	Would be helpful and useful to both administrators and teachers if there were some broad criteria or indicators of what the appropriate teacher behaviors are at the beginning of each section (i.e., teacher objectives).	Early decision made not to identify methods, teacher, behaviors or materials to be used in implementation of curriculum. Decision still holds; made to allow latitude in teacher discretion.

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Greenough (Cont.)	Re. cross-reference checklist: a useful tool for teachers, parents, and administrators; in its present form, it is hard to read. Cross-references helpful if listed at bottom of each page.	Agree that crossreferences would be helpful in curriculum documents. Then should be included in district level curriculum.
	Layout of curriculum difficult to use.	Layout revamped for easier use by teachers.
Keitz	Seven premises good but curriculum doesn't fit.	Attended to in second revision.
	P. 23 chart mixed up.	Deleted in second revision.
	Is plant theme appropriate for Alaska.	Activities deleted in second revision.
	Math lacking: no patterning, more/less, manipulative math, computer, time.	Attended to in second revision of math section.
	Needs posiition concepts.	Attended to in language arts Kindergarten.
	Developmental profile of 4, 5 and 6 cannot be lumped together on one chart.	Attended to second revision.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: KINDERGARTEN
Course:
Level: PRESCHOOL
Grade(s): KINDERGARTEN
Date: 8-20-85

PERCENTAGE OF
EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	9	11	******
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	41	49	**********
3.00 Application	12	14	*******
4.00 Analysis	5	6	***
5.00 Synthesis	4	5	***
6.00 Evaluation	0	0	
SUBTOTAL	71	86	
AFFECTIVE	8	10	*****
PSYCHOMOTOR	4	5	***
Not Classifiable	0	0	
TOTAL	83	100	

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